

For Those
Concerned With
Children 2-12

*To Stimulate Thinking
Rather Than Advocate
Fixed Practices*

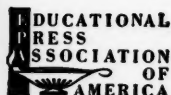
1956- That All Children
1957 May Learn

Childhood Education

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"It's the growing up that counts."

Skills to Grow on

ONE OF THE MOST PROFOUND GOOD FORTUNES OF THE HUMAN RACE IS that children learn. With or without a school, in poor schools as well as good ones, learning goes on. Not even poison ivy is as difficult to eradicate as the desire to learn, the desire to grow up.

This is fortunate for family living, for schools, for love and work, for all the exciting challenge of adult citizenship, for the desire to establish the good life throughout our wobbly world.

But the primary task for schools that pride themselves on doing a little better job than most is not simply to let nature take its course but to select and nurture those learnings at each stage which are most likely to foster sound health in the many dimensions of growing up. Mere learning is not enough; it's the growing up that counts.

As nursery and elementary school teachers, we see children growing in many directions at once. Size is obvious but, big or little, growing up in comfortable relation to one's size and sex is part of the necessary focus of a good school. Nourishment may be needed here.

There is the necessary nurturing of the child's natural curiosities—a thousand and one of them—so that the child's bright-eyed wonder at his world is not allowed to atrophy with time and disuse. Rather, this divine spark must be carefully husbanded so that it gradually grows into the essence of the scientist's avid search for knowing in every nook and cranny of his world. Call this curriculum, if you will.

There still remains the question: "What is the indispensable life-giving substance that lays down the calcium for the solid backbone of growing up?" This is where skills come in, the whole "kit and kaboodle" of them. Neither learning to feel at home within one's physical self nor finding rich satisfaction for one's intellectual curiosities is the whole story. Nor can we even say that emotional security—about which we have rightly heard so much these recent years—is enough. At least we cannot be content if by emotional security we primarily mean security which comes from outside in the form of warm affectional relations with parents, teachers and peers.

If I may use Freudian language, sound emotional health must be based on the twin cornerstones of strong libidinal satisfactions and strong ego satisfactions. It is skills that fortify the ego and provide the sills, joists and uprights for a sturdy ego structure. To use another comparison, basking in the reflected sunlight of friendly relations with associates is obviously heartwarming and essential; but in the innermost sense this is thin and synthetic unless by photosynthesis the living cells are actively using this nourishment. This is the job that developing skills do for a person. To base one's security primarily on libidinal relationships is precarious; teachers change, friends move away, even

parents are not always available or dependable. Put simply, a child must find success in work as well as love.

Yes, if there's any question about one's confidence in growing up, skills are good for what ails you; if nothing ails you, they're good for that. How often you and I as teachers have seen a youngster's reading improve as his skill on the playground improved, or vice versa. Any one of us can point to scores of examples where helping a youngster master some new skill proved the "open sesame" to a new spurt in personality growth—enhancing status and stature not only in the eyes of one's fellows but, equally important, in one's own eyes. I will never forget the reinforced concrete suddenly poured into the personality structure of one self-doubting youngster who, many years ago, lost in the wastes of right field, miraculously made the game-saving 9th-inning catch. Not always is the realization of some new skill this dramatic, but they're all headed in the right direction.

As teachers, all of us have an opportunity in searching out and nurturing skills children need to grow on. All children need skills, though not all skills or to the same degree. None of us wants frantically to engage in a rash of cramming all the known skills down children's throats regardless of immediate usefulness or purpose. Ours is a more sensitive and insightful job of assessing individual talents and community needs and of orchestrating the combined resources for best individual and group growth. Every community, including the classroom, requires varied skills and values them as it recognizes the contribution each makes to the total community welfare. There is no special need, indeed it may be downright wasteful, to insist that a good carpenter become an equally good bricklayer or electrician. It is essential, however, that the community has and values its good plumbers, carpenters, garage mechanics, roadbuilders; its selectmen and city managers; its physicians, artists, scientists and philosophers; perhaps even its Philadelphia lawyers. There are plenty of these in every classroom whose special skills are waiting for the resurrection of discovery and recognition.

Skills are indeed the tools of one's craft in this business of growing up. Think of all the amazing galaxy of them: physical skills; skills in seeing and in listening; skills in both the finding out and the telling through language (*all* the various languages of expression); skill in learning how to measure one's world and add it up; skill in learning how to use other people's learnings down the ages; skill in looking ahead to foresee the consequences of one's own behavior. Then there is the difficult but perhaps most crucial skill of all—skill in understanding oneself and others, learning what makes other people behave as they do and learning how to make one's peace with the essential limits and controls.

Could any teacher want a laboratory richer in raw materials and life-giving reagents?—RANDOLPH B. SMITH, *director, Little Red School House and Elisabeth Irwin High School, New York, N. Y.*

R

A Prescription for Joy

Date: *Ad Infinitum*

For: Miss
Mrs. *Any Teacher*
Mr.

Address: *512 Friendship Street, Everywhere, World*

2 tumblers full of laughter 3 measures of humor
1 portion of play-acting 1 thimbleful of surprise

Directions: *To be taken daily to the music of the Pied Piper—by the job not by the clock. Spill generously in many places.*

Doctor: *Mauree Applegate*

And the Children Followed...

By MAUREE APPLGATE

I HAVE ALWAYS REGRETTED THAT I wasn't one of the children to follow the Pied Piper out of the city of Hamelin, away through the mountain pass. How I love Browning's magnificent story-poem immortalizing the old German folk tale in dramatic verse! I can just hear the tunes the piper must have played to set the children's feet dancing in his direction.

"For he led us," the lame one reported afterward, "to a joyous land . . ."

Joy is one of the most needed commodities in the world. We have all the necessities, yes; we have laughter, yes; we have everything that money can buy, yes. But joy, we have not; we are too experienced to be truly joyful—for joy is the essence of happiness distilled only by those who live but by the day, those who take people and things at their face value and who have not yet learned to

doubt. And these are the little children of the world.

Little children are almost the only joyful humans left in the world; for, as the Little Prince¹ said: "Men have no more time to understand anything. They buy things already made at the shops. But there is no shop anywhere where one can buy friendship, and so men have no friends any more!" May not the same be said of joy? I am one of these simple people who believe that even education should be a joyful experience.

Although being joyful is not a thing teachers teach, it is definitely a thing that children learn—an attitude toward life that the children themselves bring into the schoolroom along with their first new box of crayons; bring but often lose as soon as the serious business of school begins. Above many elementary school-

¹ Antoine De Saint-Exupéry. *The Little Prince*. New York: Harcourt, Brace and Co., Inc., 1943.

rooms this epitaph might well be carved as on a tomb:

Here joy was brought,
But no joy caught—
So joy is naught.

The skill of joyful living, while it cannot be taught, must like any skill be consciously planned for.

Let Laughter Lighten Your Day!

In some schools the curriculum is getting to be such a soggy, heavy mass that laughter can hardly bubble up through it. Yet a laughing room is a relaxed room. Nervous children giggle and tense children shriek, but relaxed children laugh. What fun to go into a first-grade room and hear the quiet chuckles bubble up as children read a primer story about an escapade of another 6 year old! I have often wondered whether children relax because they laugh or laugh because they relax, but I suspect one supplements the other.

To meet one's mistakes with laughter—what wonderful training in mental health! I know a teacher who always sees something funny in every playground quarrel. She is a dramatic person; I have heard her shriek as she doubled up with laughter: "Look at Jim's face. It looks exactly like the dwarf's in our play! Oh, Jim, if you only knew how you looked!" Before Jim realized it he was laughing with the rest, and the quarrel was forgotten. Laughter is the world's great peacemaker—it always pervades a joyful schoolroom.

The Play's the Thing

Have you ever noticed how often a joyful schoolroom is a play-acting room? What fun youngsters have acting things

out! Every schoolroom should have a costume chest of dress-up clothes and properties for transforming fat little girls into plump princesses and crowns and scepters to miraculously change ordinary lads into kingly stuff.

And don't be afraid to act out humorous stories; pray, in fact, make it a point to act out the especially funny ones. I came upon a fifth grade one day having a hilarious time with *The Wise Men of Gotham*, the humor of which is so typically child like. There is no subtlety, you know, to childish humor; it is more apt to be of the bold, slap-dash variety.

There are so many more kinds of creative drama than acting out the stories from the readers: reproducing futile quarrels so that we may see from a distance how silly we really were; acting out how we're going to act at the tea we're giving for our mothers (Did you ever have an upsidedown tea where the boys did the baking and the pouring and the girls did the usual boys' jobs? It's delicious fun!); acting out how we make older people happy, how we ask a favor, how we say, "I'm sorry." Yes, all these and giggling together over the mistakes we make the while—yes, a play-acting school is a joyful school.

Take Time for Living

A natural school is a joyful school. No, by "natural" I don't mean a noisy, bad-mannered school. Such a school, rather than being natural, is unnatural. For when children are having relaxed fun, they are not tense and shrill—chatter and clattery, perhaps—but quite easily managed. How unfortunate it is that so many children from tense homes relax only in sleep! No, by a natural school I mean one that proceeds by the job, not by the clock. The day is planned, to be sure; but the curriculum is subject

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to common sense—classes are not bitten off by the sharp teeth of time but end when the job is done or when a good stopping place is reached. If a dog comes in to visit, the teacher may even stop the curriculum dead in its tracks and have a bit of creative writing in which the children have a conversation with the dog and the dog tells them what true living is. Some of our best opportunities for teaching are not on the schedule—the sky gets dark and luminous, punctuated with great gasps of lightning, but we are in the middle of an arithmetic class and we cannot possibly take time to watch the sky and to learn wonderful words such as “glory,” “illuminated,” “spectral,” and “pageantry.” In a joyful room, the teacher uses the radio of the wind and the television screen of the sky whenever they give a free, although off-the-schedule, program. A teacher who teaches with his eye on the children instead of on the clock must consequently be a better-than-average planner, since teachers are judged by the tangible results they attain and rarely by the unmeasurable intangibles. The excellent teacher, I am convinced, is a well-balanced mixture of Pied Piper and city planner—a combination difficult to come by. Such a teacher not only covers the curriculum—he uncovers ideas and new thoughts and a sense of values; he is guided even more by the needs of children than by demands of the curriculum.

Out of such natural teaching—on-the-spot looking and listening—will come such creative results as these:

Look at all the icicles,
 Standing in a line
 All ready to march away.
 Hep! Three, six, nine.
 First comes the major,
 Then the general short and fat.
 Six lieutenants looking like

Napoleon with his hat.
 The bugler blows his horn,
 And they're ready to march away,
 But they're fastened to the roof—
 I guess they're here to stay!

—JEAN

A hot day is a snake
 Hissing and crawling along
 It crawls so slowly
 You'd think it would never go.
 At noon, its horrid “Hiss, hiss” is heard
 Above the chirps of a bird.
 Near night, the zoo keeper, a cool evening
 breeze
 Whisks around and chases it away.
 —GENEVIEVE

Those who follow the Pied Piper must indeed have time to listen and look.

A Pied Piper Surprises

Today's Pied Piper is apt to be a teacher, not “a wandering fellow with gypsy coat of red and yellow,” but a teacher with a lilting voice and a colorful personality flying out behind him like a multicolored scarf. The music that he plays as his daily repertoire is more a medley than a symphony; there are abrupt changes and total surprises in it. The joyful teacher has a day tucked full of surprises. When the schoolroom is hot and stuffy and dispositions are knotty and hardbitten, everyone dons his overshoes and snowsuit, hikes around the block and comes back to more joyous living and a freshened atmosphere. If the teacher finds out that the principal is in a bad humor, he and the children plan a surprise for the principal; and he feels better in spite of himself. If the janitor has had bad luck with the papers blowing over the yard, the whole class turns out and helps him pick them up. On a glorious autumn day Mr. Piper is apt to find two wieners apiece in his school bag and the class hikes to the park at noon to roast them. The children

follow a Pied Piper teacher for the very reason that he is a Pied Piper teacher; he has a variegated day as well as a scarf of many colors. It's fun in Mr. Piper's room because one never knows just what is going to happen there.

From the Inside out to the Outside in

Since creativity cleanses the irritations and worries from children's minds, a joyful room is apt to be a creative room. The expression, "To each his own," pertains here in that each child is allowed to find expression in the medium of creativity he chooses: painting, writing, music, dancing, clay modeling, wood-working, sewing or designing. In planned classes he works in each field of creativity, but daily he is allowed to express himself in whichever medium he chooses. A creative period, or better still, creativity as an expression of every class, helps the children in that room to be joyful. For what is more joyful than the feeling that comes after working creatively: that relaxed, pleasantly-tired, exalted mood—the result of having looked on our creations and called them good?

Working to music brings lovely things, none of which could possibly be lovelier than fifth-grade Gerald's *Music of the Canyon*:

Countless years ago, millions of years ago, there lived in a great, deep canyon some music that had been trapped inside. Each hundredth year the music would attempt to get out of the canyon by making high pitches to shatter the invisible cover. Normally, the music was low—that made it hard. It tried. Up, up, up, it came over the scale seven times! Going higher and higher, then boom, bang, crack, tinkle. The cover broke. The music was free, free! A young boy found the music resting by the edge of the canyon. The music went back to its low tone but now it had a beautiful echo. The boy called it, "The Music of the Canyon."

—GERALD, Grade 5

Looking for patterns in the neighborhood as a result of a writing class brought these lovely lines from Karen:

Smoke! Smoke! Smoke!
Curving and curling in the sky.
Twisting and twirling and whirling,
Climbing, climbing, up, up, up
Above the clouds,
Till it is gone.

—KAREN

Loveliness comes naturally to creative children, yet even joyful schools sometimes fail to recognize the need for the fun-loving child to express his fun in creativity. The children who wrote *Pop-Corn* and *The Story of the De-Lighted Firefly* (Danny and Suzanne respectively) must have felt real release with their creations:

Once I made popcorn at my house. I got the butter, lard, salt, and, of course, the popcorn. When I got out the popcorn, there was a little kernel named Hot Rod. I poured him into the pot, waited a while for it to pop but it wouldn't pop. I took off the cover and there he was running and jumping, holding the seat of his pants. He mumbled and grumbled his pants were on fire. He yelled at me to turn off the heat. And just as he was cooling off, he started to pop. He went bop, bing, bing, pop, pop!—DANNY

Hello, everybody, excuse me if I seem a bit nervous, but I just had a most frightful experience. As you probably know, we fireflies aren't used to the dark, as we have our own built-in flashlights for night flying.

Well, to get on with the story, I was on my way to the firefly filling station to have my oil checked as my light was getting a little dim, when all of a sudden it became harder and harder to see. Then the horrifying thought struck me, "No, it couldn't be, but it was." There was a feeble flicker, then blackness. For a moment I was terrified; then, trying to calm my frayed nerves, I tried to estimate how far I was from my destination. I knew I couldn't be too far, so I tried to grope my way through the darkness. This proved to be of no help because I kept bumping into things. I dared not land, as I had no idea what was below me. Then I remem-

bered some batteries I carried for emergencies. I hooked them up to my antenna and radioed the landing tower. (In our small village we have a landing field for all incoming and outgoing fireflies.) I told them of my peril and they sent a rescue squad. They led me to the filling station where I was fixed up with a good long wick and plenty of oil.

I'm thankful that I'm here to tell you about it. So, if you're a firefly, here's hoping that it never happens to you.—SUZANNE

But most joyful to the teacher is the unconscious humor of a few who, without recognizing their humor, are the funniest of all. This is fifth-grade Richard's contribution to a busy day.

I have so many relatives

I do not know where each one lives.

I've twenty-four cousins—that's quite a few

It's hard to keep track of them—I don't know how I do!

I'm not the only one with lots of relations.

My cat Buttons has many creations

Sixty-eight brothers and sisters (they're not all alive)

But the living at least are three out of five.

—RICHARD, Grade 5

Truly the creative school is the joyful school!

Make School Three Dimensional

But no school is more joyful than the "doing" school! Nothing in the world is so much fun for any mortal as learning new things; provided, of course, that the learning is three dimensional: seeing, experimenting and reading. Lessons learned through observing real and alive objects or experimenting to find out if what you guessed is true are vastly more soul satisfying than lessons learned out of books. There is little passive "lesson-conning" in a joyful school. In one corner, a committee may be building a pen for the new rabbits, learning arithmetic as they go; in another, a group may be writing the rabbits' diary for the day,

just as the rabbits might have written it for themselves. In a third corner, a group may be reading to find out what rabbits eat; in the fourth, a well-planned dramatization of *The Rabbit That Wanted Red Wings* may be progressing nicely.

Yes, there is a murmur apparent in the room—this is no "hear-the-tick-of-the-clock" situation—but disorder, no; silly acting, no—these children are relaxed as joyful children have a way of being; they know what they are doing and they enjoy doing it.

Three-dimensional learning is the earmark of a joyous school, and joyous children have no time to be exploding into questionable behavior.

Love Living and Live Loving

A joyous school is practically always a loving school—a school in which children and teacher are thoughtful of each other. A gracious Pied Piper teacher, after a time, teaches gracious children; about the only legacy a teacher can be sure of leaving to his children is his spirit. If they are with him long enough, they will catch it. Consciously or unconsciously a pupil will say to himself,

"The kind of a man I mean to be
Is the kind of a man Mark Hopkins is."¹

For, as it says later in that famous Mark Hopkins verse by Arthur Guiterman,

"Not all the books on all the shelves
But what the teachers are themselves"²

constitutes what the teacher can do for children.

The Mr. Piper who believes in children through thick and thin will gradually get children to believe in him and in each

¹ Arthur Guiterman. "Education." *Death and General Putnam and 101 Other Poems*. New York: E. P. Dutton & Co., Inc., 1935.

² Ibid.

other. The Mr. Piper who holds out for the best will in time get the best. The Mr. Piper who is warm of heart will, in time, never be chilled. For, as Elizabeth Coatsworth says:

The warm of heart shall never lack a fire,
However far he roam.
Although he lives forever among strangers,
He cannot lack a home¹

But note please that I said these things
will come "in time"; children, unlike

rocks and lifeless things, grow; they are not as they will become. Even Mr. Piper must earn the love and respect of little children—a goal infinitely worth waiting and working for!

But when Mr. Piper achieves a joyous schoolroom, he will never be alone. The children will follow; they always do.

¹ Elizabeth Coatsworth. "The Warm of Heart," *Five Bushel Farm*. New York: The Macmillan Co., 1939.



Courtesy, Carol Kirk, Annapolis, Md.



New Year's Resolutions

1. I will always be good to my mother.
2. I will always be good to my father.
3. I will always be good to my teacher.
4. I will practice my dancing more.
5. I will practice football and basketball more.
6. I will not like Donald unless he likes me.
7. I will keep my room neat.
8. I will think before I say anything.
9. I will study more.

ROSEMARY, *Fifth Grade*

The Fourth R

What is the fourth R? According to Kimball Wiles, it is Human Relations—the most basic of all skills. Are we accepting the fourth R as one that cannot be evaded? Or are we like ostriches hiding our heads in the sand, oblivious to its existence? Recent research findings and some down-to-earth ways of weaving the fourth R into daily school life are given here.

FEW WOULD DISPUTE THE NEED FOR teaching the three R's—reading, writing and arithmetic—but many have not accepted the fourth R, *Human Relations*, as one of the fundamental responsibilities of the school.

A quick look at the American scene, however, gives support to the argument that the school must assume some responsibility for the improvement of human relations. War, juvenile delinquency, the high rate of mental and emotional disturbance all are indicative of the needs of our society in the area of human relations. Eighty per cent of the people who are dismissed from their jobs fail because of their inability to get along with other people. Only 20 per cent are fired because of lack of competency in job skills. The fourth R is a basic skill.

The fourth R may be much harder than the other three to teach. The community in which a child lives and the home in which he is reared may be teaching rejection of minorities and persons who are different from him. His parents may be constantly stressing the need for being superior and for moving ahead at the expense of others. The class structure of

the community may restrict acceptance and communication and prevent interaction among persons of different social groups or occupational levels. Any school concerned about working in the area of the fourth R will need to study the attitudes and structure of the community to see if they are assets or liabilities in teaching human relations skills.

The essence of good human relations is the acceptance of self and the valuing of the contribution of others. Bettelheim and Sylvester¹ found that as group members accepted the child who was disturbed he gained strength and security from the group and his disturbance decreased. Rainey² discovered that successful counseling cases resulted in a marked shift from an unfavorable to a favorable self concept. Rogers, Kell and McNeil³ concluded that a child's insight was the best predictive factor of a delinquent child's later adjustment. Park⁴ found that children whose emotional needs were better met made significant decrease in their attitudes of prejudice and that children whose needs were less well satisfied increased their prejudice toward other people. In light of the research results available to us at present, teaching the fourth R is helping each child to better accept himself and to value the contribution of others. How do we do this?

Kimball Wiles, University of Florida, Gainesville, is professor of education and assistant dean.



Courtesy, Off-Campus Summer Session of San Francisco State College at Modesto, Calif.

Helping each other get ready for painting

1. *We contribute ourselves.*

• *We start by looking at our contribution to a classroom environment.* As children watch us, do they see a person who is aloof, reserved and uninvolved? We can't remain aloof from persons we value; we interact with them and constantly seek deeper involvement. Do they see us as resentful and vindictive? If so, we teach that others are not to be valued, that people should start with their own feelings and satisfy them regardless of the results for others, that the feelings of others are not important when they come into conflict with our own. Do they see us as courteous, outgoing, warm and loving? By our actions we say that we believe that each person with whom we associate has a contribu-

tion to make and should be valued. Do they see us as sensitive to the hurts, the triumphs and the disappointments of other people? Our behavior reinforces or works against the increase in the sensitivity of the children with whom we work. Do they see us insisting on special treatment? Do they see us behaving as though we were superior? Do they see us trying to get others to be like us? Any of these behaviors demonstrates a lack of respect for the uniqueness of those with whom we associate.

• *We give support when it is needed.* In many kindergarten classes it is not uncommon for a child to go to the teacher and say, "I need a lap," and for the teacher to sit and take the little boy or girl in her lap for a few minutes until the

anxiety is gone. Support given when needed in a form that can be accepted is an essential phase of teaching that improves a child's human relations.

- *We refuse to take advantage of anyone.* Any teacher has superior strength, more experience and greater skill in the use of sarcasm or manipulation of words. It is easy to win in a verbal conflict with an individual child. If our emphasis is on winning, we lose. We teach more by the process than by the end result we achieve. We may gain control of the situation for the moment; but, if we do it at the expense of demonstrating that we do not respect and value the individuals with whom we work, we lose in our attempt to teach the fourth R. As we develop control in a class, the emphasis must be constantly on what is good for the group and what is good for the individual rather than upon how we can direct and manipulate the group for our convenience and satisfaction. Any disciplinary action must be in terms of the welfare of others rather than to relieve any personal resentment we may feel.

- *We respond to children's ideas.* We recognize that their perceptions are the important factors in the classroom. We see our knowledge as a contribution that we can share in helping children to gain greater self understanding and to work for the accomplishment of worth-while personal purposes. We do not see our knowledge of the fields in which we have developed some mastery as something that each child must acquire in spite of his needs and purposes.

- *We take children's questions seriously.* Even though the queries may seem inconsequential and unimportant to us, they have significance to the asker. One demonstration of our valuing of the persons with whom we work is the extent to which we credit them with being as

honest in their questioning as we are. We demonstrate to each child in the room the extent to which a person should be concerned about others by our willingness or lack of willingness to follow through on the question that an individual raises. Whenever we are inclined to reply, "That question is silly," "Quit wasting my time with your chatter," we must remember that the difficulty of any question is determined by our relationship to it. If we have already thought it through for ourselves, the question is easy and insignificant. If we have yet to find an answer to the question, it is important and difficult. To contribute to growth in the fourth R, we see our role as helping rather than controlling. We see teaching as assisting in planning, execution and evaluation—not directing and manipulating.

2. We promote self acceptance.

We promote growth in the fourth R as we help children accept themselves. A person accepts himself when he believes that he has worth, that he is wanted and that he is adequate. One criterion by which we should judge each of our teaching actions is whether the children with whom we work feel more worthy, more wanted and more adequate as a result of our activity together.

- *We let each child know that he is wanted.* For example, in a Long Island second grade, one child was leaving school ten days early. The day before he left, the teacher and the class proclaimed a "Tommy Day." On this day, Tommy was given much attention by his fellows and by the teacher. The significant quality in the situation was that the importance of an individual and his plans was recognized. At other times throughout the year other youngsters received similar kinds of recognition. In all cases it was looked upon as a way of letting an individual know that he was liked, wanted and re-

spected. Each child knew that he was important because he saw himself and others getting acceptance, recognition and understanding.

In a Florida school the way two teachers greeted new students illustrates what we can do to make a child feel wanted. In this school classes start in the fall with twenty to twenty-five students. By January, since the school is located in a tourist town, the enrollment in each class is approximately forty. One January day a new child was brought to a classroom by the principal. Every seat in the room was filled. When the principal opened the door the teacher nodded in recognition and told the new child to take a chair that was located in the aisle. No word of welcome! No exchange of names! No opportunity for the new child to move out of the gaze of the children who were already there! His difference was emphasized by his being placed in a seat and in a location unlike that of the other children. Later in the same day the principal brought another new child to a different classroom in the building. All seats in this room were filled too. When the principal brought the newcomer, the boy sitting nearest the door came over and extended his hand to the new boy. The principal introduced them and the boy from the room invited the newcomer to share his seat. As the two entered the room, the stranger was introduced to the rest of the children and the teacher nodded a friendly welcome. For the next three days the boy who shared his seat and his books took the new boy through the school day and acquainted him with activities and facilities. This procedure had been planned by the teacher and the class. As the teacher and the class planned how they would help new students get started in the school, the importance of the individual had been emphasized in the mind of each

child. Each student knew that his teacher was concerned not only about the new student but about each member of the group with which she worked.

- *We stress the socially acceptable phases of a child's behavior.* All children have some behavior that is socially approved and some that is not. The quantity of each varies from child to child. Helping a child feel accepted and worthy means emphasizing the positive and where possible underplaying the negative.

- *Differences that are derogatory are not highlighted.* Children who are the poor spellers are not given the last five seats in the room. The teacher never says to visitors in the presence of children, "These are my bright children and those are my dumb bunnies." Children who misbehave are not isolated from the rest of the class. Instead, the contribution of each child is recognized in as many ways as possible.

- *We are willing to discuss a pupil's desires and his fears with him.* Rogers⁵ estimated that 30 per cent of children in three elementary schools showed evidences of being poorly adjusted. Twelve per cent were seriously maladjusted and showed evidence of poor mental health. If these percentages are even fairly accurate for the total population of elementary schools, it is clear that specialists and school psychiatrists cannot begin to do the job of helping people become emotionally healthy. Teachers must accept increasing responsibility for serving as counselor and therapist. To do this means being willing to accept behavior as a manifestation of difficulties a child is facing and being willing to listen as he talks out some of his anxiety. It means recognizing the kind of manifestations that indicate a referral to a more adequately trained person is desirable.

3. *We encourage acceptance of others.*

To do the full job in the area of the fourth R, it is necessary to put emphasis on helping children value each other. This is done in many ways.

- *We help youngsters know about each other.* Sharing periods! Hobby day! Class parties and picnics! Recognizing other people as resources! One Florida teacher helped her class see tourists' children as real assets to the group. As each new child joined, a pin was placed on a wall map of the United States to identify his previous home. Whenever the class work was related to the geographic region from which an individual came, he was recognized and used as a resource person. In all cases the emphasis should be on contribution rather than shortcomings. As children think about each other, they should think of the different and unique contributions each can make to the group rather than the superiority of certain children. Honor rolls posted on the blackboard emphasize superiority of certain children in an area but don't help children recognize the kind of contribution that many other children are making. Listing class committees on the bulletin board publicizes a variety of contributions.

- *We take time to talk through some of the problems that the class faces or that individuals within the class face.* The boys in a fourth-grade class rejected newcomers. Whenever a new boy joined the group, he was subjected to an initiation which consisted of shoving him against the lockers in the hall, hitting him whenever he was away from the teacher and making him fight the more aggressive members of the class. After two or three such experiences, the teacher called the boys together and asked them to do some role playing. She asked one of the boys who was the ringleader in the initiation



Courtesy, Alta Miller, Jordan School District, Utah

Children become resource persons for their former geographical areas. Here a map is being made for locating previous homes.

process to play the role of the new boy and then asked some others to behave as they would toward new students. After the role playing, she asked the boy who had been the new student to describe his feelings. Then she turned to a boy who had gone through the initiation process the year before but was now one of the gang and asked him to describe his feelings. Still another boy volunteered a description of the way he felt as he had been initiated into a boy scout troop. Through it all the teacher was putting the emphasis on helping the children increase their sensitivity to the feelings of others. If the teacher's attitude is that we seek understanding in order to help each other, there will be a valuing of one another. If this is not the teacher's orientation, increased understanding may mean increased prejudice and rejection.

- *We use group work.* We have in our classes groups in which children really plan, execute and evaluate together—not reading or arithmetic skill groups alone!

Most children come to school needing to learn many participation skills: How to ask questions without admitting immaturity; how to make a contribution without being overbearing; how to take turns; how to let someone else be the leader; how to lead; how to give; how to receive. These are only a few. Unless a child learns them and others, he is handicapped as a member of the school, his family and the community. Through his guided work with others he grows in understanding and acceptance of them.

- *We study the way children live in many lands.* Acceptance of others cannot stop with the classroom group. For a person to be able to function in "one world" he must gain increased understanding of people who come from different cultures and who seem vastly different from himself. He must be helped to overcome his fear of strangeness.

One of the big problems that educators attempting to increase the effectiveness of the elementary program in the area of the fourth R must face is the orientation of our curriculum and test materials toward the so-called Western culture. In many schools children are helped to gain understanding of the way children live in Europe and South America, but very little information is available to them concerning children of Africa and Asia. Few American children come face to face with the fact that five-sixths of the people of the world are people of color. As a result, they are unable to understand how American actions look to people in other parts of the world. They are unable to feel the full impact of the revolt against colonization and the resentment of any assumption of racial superiority. Failure to develop understanding of the diverse elements in the world leaves them unprepared to be effective in the area of human relations except in a social group of

people who are like ourselves. Providing education in the fourth R means helping an individual to cease interpreting a personal or a national situation in terms of the self threat for him and to begin to interpret it in terms of the hopes, fears and aspirations of the many different types of people involved.

We Can't Evade!

The fourth R is not a set of abstract concepts that must be memorized. It is the day-to-day interaction of any class, school or community. It is being learned whether we are aware of it or not.

Honor Maynard⁶ found that the way a principal conducted his relationships with parents, teachers and children affected the human relations in the student body. Lippett and White⁷ discovered that the type of leadership exerted by a group determined in large part the group feeling and relationship between group members. It is no longer safe to assume we can stand by and human relations will take care of themselves. We are either a part of the problem or a part of the solution.

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Skills—means to an end

"Power in the skills comes gradually as children develop and as they have occasion to use tools of learning in many different situations," says Emily V. Baker, elementary consultant, San Bernardino County Schools, California.

"WILL YOU READ THIS LETTER FOR ME and check the misspelled words? It is going all the way to England and I don't want to send any misspelled words across the Atlantic Ocean."

Thus 11-year-old Ted expressed to his teacher his desire to be right. In one simple request he invited his teacher and all teachers to apply in practical situations the methods which have been proved effective in helping children acquire power to use the basic skills.

Like Ted, most children want to be efficient in their activities. Early in life children show a tendency to withdraw from those children whose skills in physical activities they cannot match. Later, children withdraw in like manner from classroom activities in which they are not successful. That it may contribute to the comfort, the security and the happiness of every child, the school accepts the obligation to help every child become as proficient as his ability permits.

Security from Use of Skills

Teachers are eager to have children come into the possession of the skills which will give them satisfaction. Only as these skills are effective will they find satisfaction and security in their attempts to meet the demands of their world. But the teacher cannot acquire the skills for the child. Every child must acquire the power for himself and in his own unique way. The teacher can create situations

through which the child will sense the desirability of becoming proficient in a given skill. But the child must learn. Since it is the child who must learn, the teacher considers the nature of the learner as well as the nature of the skill to be learned.

Today's teacher sees skill as a road to independence, security and pleasure. The school covets for every child the satisfaction which comes with command of the tools of gathering and sharing information. The child is secure in writing only when he feels competent to perform his task in keeping with the standards of his society. When a child has need to communicate with a person to whom he cannot talk, he sees reason in writing a letter. It may be only to copy a thank-you sentence which he dictates to his teacher. It may be to write a request for information to be used by his classmates. The child who does not possess the skill commensurate with his need suffers embarrassment unless he lives in an environment in which he sees in his task an opportunity to gain power.

Language Skills

Children like to grow. But the skills needed by children are not simple. Writing activities involve the ability to think in sentences, the ability to see ideas in sequence, the ability to punctuate, the ability to spell, the ability to form letters. Preparing and giving an oral report on

an interview held for the class requires the use of many skills: the ability to telephone for an appointment, the ability to make an outline to guide the interview, the ability to carry on a conversation directed to a specific purpose, the ability to record ideas, the ability to evaluate and to organize ideas, the ability to speak effectively before the class. Blessed, indeed, are those children who have many opportunities through which to acquire such skills. In this connection the writer thinks often of the six-foot veteran of World War II who concluded a report on an activity he was planning by saying with deep conviction: "I think we ought to give children chances to talk this way in school so their knees won't shake as mine do when I stand before a class."

Today's teacher knows that power to spell does not come with writing every

word in a weekly list ten times. Too often has the teacher seen the words from the list—the same list on which she wrote a proud *100*, spelled in greatly differing ways in letters or notes. The teacher has seen children who can arrange lists of words in perfect alphabetical order fail pitifully in the attempt to discover from among several meanings in the dictionary the meaning appropriate to their situation.

Need for Use First

The teacher recognizes the fact that skills are complex and that only when they are rooted in the insight which is gained through working with them in meaningful situations will the child possess the understanding needed to apply them. The teacher knows that much harm can be done by requiring children to



Courtesy, Child Care Centers, Richmond, Calif.

Telephoning is a language skill. It begins in play.

practice on a skill unless the skill is needed in a current situation. Moreover, the teacher realizes that working to perfect a skill beyond the degree needed in the immediate activities is time wasted for both teacher and pupil. This fact places on the school the responsibility of providing a program rich in worthwhile activities which call for the application of essential skills.

Too long have children been treated like mechanical arrangements of wires and push buttons. Now we know that children can memorize number facts by rote in less time than they can learn them with understanding.¹ We know, too, the number facts memorized without understanding are of little use in solving problems. We know that children brought up on workbooks and word drills may achieve high scores on standardized tests in the primary grades, only to find themselves unable to read in the middle grades.² We know that current practice favors the use of class lists and individual pupil lists, rather than lists taken from spelling books, as a way of developing the ability to spell.³

Meanings and Power

Since the ability to apply skills with satisfaction is based on an understanding which permits children to draw upon them in any situation to which they are pertinent and since skills are complex, power in the skills comes gradually as children develop and as they have occasion to use tools of learning in many different situations. Many associations

rich in meaning to the child, rather than great quantities of isolated drill on a specific phase of a skill, produce power.

Because skills are complex and because the ability to use them intelligently develops along with the ability to make deductions and generalizations based on meaningful experiences, power to use a skill is not acquired for all time at one level of learning. Rather the process of acquiring power in a skill is a continuous process which goes on throughout life. As today's child writes his Christmas list, he feels the need to spell words which appeared only in science fiction a few short years ago. Days of laborious effort with spelling lists profit him little. On the contrary, the attitude which Ted showed toward spelling will keep him learning new words with zest all his life.

Approach Is Realistic

Not only does the teacher strive to develop power in the skills as power is needed, he considers the work of skill building in relation to other phases of child development. The teacher knows that the total human being is involved in every act of learning. Therefore, the program in building skills is based on a study of the characteristics of children. Fortunate it is that the chronological age best adapted to developing power in the skills (the age at which school activities begin to make great demand upon the use of skills) is also the age at which children are characterized by an interest in perfecting many types of skills. Children 9 to 12 years of age respond well to the teacher's efforts to help them improve the quality of their thinking, speaking and writing, and the accuracy of their computing. However, if the child is to gain maximum value from instruction, the settings in which the instruc-

¹ Foster E. Grossnickle. "Dilemmas Confronting the Teachers of Arithmetic," *The Arithmetic Teacher*, February 15, 1954, p. 13.

² Emily V. Baker. "Reading Readiness Is Still Important," *Elementary English*, January, 1955, pp. 17-23.

³ Gertrude Hildreth. "Interrelationships Between Written Expression and the Other Language Arts," *Elementary English*, January, 1954, p. 44.



Courtesy, Alta Miller, Jordan School District, Utah

Useful skills give children satisfaction.

tion is given must be so realistic as to be important to him. Children are interested in reality. In the light of what seems reasonable to them, they examine the requirements placed upon them by adults. They lack the ability to see far enough into the future to accept readily academic requirements unrelated to life as they know it.

Desire for Improvement

In his attempt to raise standards of English, the teacher recognizes the danger of undermining one source of security while trying to develop another. Arbitrary insistence on conformity to standards which conflict with those followed in the home from which a child acquires his patterns of communication may create conflict in the child's mind. Through providing many opportunities for children

to speak and write in a friendly atmosphere, the teacher creates a desire for improvement. The teacher knows that if America is to avoid having social strata identified by their style of speaking and writing, the school must help children recognize the characteristics of standard English—both formal and informal—that they may be able to use either as occasion requires.

Specific Skills

The teacher plans to set aside time to work on a specific skill for which the children show a need. For example, during a social studies discussion Jim asked: "How long is that aqueduct that brings water from those mountains to Los Angeles?" Sue was giving an interesting account of the work her father does to keep the aqueduct in repair, but she was

baffled by Jim's question. The teacher made a note of Sue's need. He promised to help. He invited others who wished help on the use of the scale of miles to join Sue and him during a work period. Mindful of the many current references to distant places, the teacher had been watching for occasions to help children see how to use globes and maps to acquire accurate concepts of place and distance.

The teacher does not stop with the voluntary response to his offer. He gives simple diagnostic tests to all of the children in his class. Thus, he discovers the nature of the help which is needed. In the light of his discoveries, he provides learning experiences. In this way the teacher builds power in a socially useful skill. Because the newly-acquired power will soon be lost unless maps and globes are used frequently by the children, he encourages their use in many situations.

Studies to Support Practice

The conscientious teacher is sensitive to the questions raised by parents. He knows that many are not familiar with the evidence which favors the practical approach to the study of the skills. In order to be prepared to give reason for the faith that is his, he reviews the reports of investigations which support his method. He knows that many studies on which modern practices are based were made twenty or more years ago. He knows, too, that today's school personnel,

busy with the demands placed upon them by increased enrollments, may lose sight of the objective evidence available to support the kind of curriculum which they want for children. To undergird his own position and to enable him to help the parents understand the reasonableness of the practical approach to developing power in the various skills, he familiarizes himself with such evidence as that published by Leonard and Eurich¹ in 1942. Their summary of findings gathered from many schools shows clearly that the modern program results in growth in basic skills equal to or greater than that achieved under the formal program.

In meaningful situations children see important reasons for possessing ability to locate information and ability to interpret and evaluate findings; they feel the need for the ability to express themselves effectively and the need for computing accurately. In these practical situations girls and boys acquire, in proportion to their ability, power to use the skills they need. As their power to work independently increases, they gain the confidence needed to undertake more difficult tasks which call not only for an application of the skills learned previously but also for extending and deepening their understandings.

¹ J. Paul Leonard and Alvin C. Eurich. **An Evaluation of Modern Education.** New York: D. Appleton-Century Company, 1942, pp. 151-181.

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Permissiveness Re-examined

DURING A DISCUSSION PERIOD A FEW weeks ago a mother said to me: "You people have told us so much about personality development and permissiveness that I'm afraid to do anything to my child lest I injure his personality." At another meeting a mother remarked: "My child hits the TV screen with a wooden mallet. I want to stop him but I don't want to hinder this freedom business." During a conference recently a mother commented: "The books and articles I've been reading about freedom and discipline confuse me. I don't know what to do with my child."

Since all parents do not feel this way perhaps the foregoing statements are a little too strong; but without a doubt psychologists, teachers, free-lance writers and others have unwittingly contributed to the confusion surrounding the term "permissiveness."

Perhaps we can achieve some clarity by defining "permissiveness" and then showing what it is and what it is not.

Permissiveness Defined

Permissiveness might be most easily defined as "freedom with controls." We could also say permissiveness occupies a middle road position somewhere between authoritarianism and indulgence. It is neither and yet it has the qualities of both. Probably in its purest sense it could be called "democratic living"—freedom of the individual and within this freedom a consideration of others' feelings, rights and property.

From this definition we can see that permissiveness allows for freedom of the individual and yet a respect for the other fellow. When operating on this two-way

street, it means simply a feeling of mutual respect.

What It Is Not

In further considering the concept of democratic living let us examine some areas which do not represent permissiveness.

STRICT AUTHORITARIAN: Permissiveness does not mean constant control on the part of the adult. Very early in life the child begins to explore his environment by crawling, walking, hitting and knocking over the ash tray. During these periods of experimentation it is only human nature that the parent begins to exert pressures in the form of control. By pressure I am referring to such verbal expressions as: "Leave that alone," "No, not now," "I'll do that"; or to the physical pressures like a tap on the hand or an old-fashioned spanking. Unfortunately, simple control of behavior is so

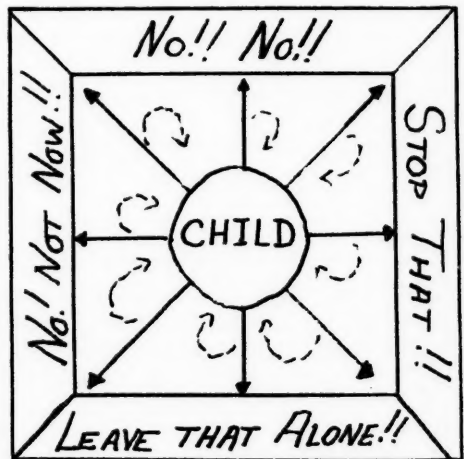


Diagram 1

easy through the techniques of threatening and physical punishment that unless one is careful the child may be surrounded (overpowered may be a better term) by a "Wall of No." (See Diagram on opposite page).

In the illustration we see that the child is so tightly controlled that he cannot express his thoughts and feelings outwardly—he must turn them back inward to himself. The child confronted with the "Wall of No" begins to learn: "I don't have to think; they will do it for me." "I can't say what I feel, I'm always wrong anyway." "If I do this, I'll get a spanking." We get a picture of a child who cannot respond freely—a child who doesn't allow himself to have feelings. *Granted, we have a child who is learning; but we have a child who is learning to respond out of fear of punishment, rather than out of understanding of the situation.*

Perhaps the best example is a child who runs into the street. Under the strict authoritarian situation you "whale the daylights" out of the child if he ventures into the street. Soon he learns not to go into the street. Why? Because of the fear of a spanking, not because of the inherent dangers of playing in the street. This learning works whenever the authority is present; but when the authority leaves (and the fear of punishment is removed) the child may dart into the street.

We can see that under such conditions healthy personality is held back—free expression and autonomy are not allowed to develop. If the young child is to explore and discover, he must be allowed the chance to respond independently in order to discover his own limitations and learn adequate self-control.

D. Keith Osborn is a staff member of Merrill-Palmer School, Detroit, Michigan.

Up to now this sounds very good, but unfortunately the professional person often leaves the laity dangling at this point. With the words of "free expression" ringing in their ears, parents may become immobilized by any act that demands an authoritarian position and then do absolutely nothing. This extreme does not represent permissiveness any more than the strict authoritarian picture just presented. We might call this course of action "sheer indulgence."

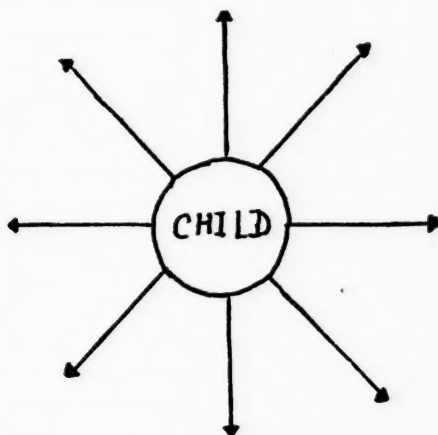


Diagram II

SHEER INDULGENCE: (See Diagram II) Here the child moves freely in any direction without control and without knowledge of the limitations which society demands of him. This pattern is as unfortunate as the strict authoritarian position—perhaps more so, since the child is never made aware of the realistic limits to which he must eventually adjust. If the parent does not present some limiting situations which can enable the child to recognize the demands being placed on him, the child cannot possibly learn to control his feelings. *Learning is almost impossible and the*

adult is inviting the child to continually test the situation in a frantic effort to see if any rules exist. This primitive type of existence is in for a rude shock whenever the child enters situations which demand rules. Unfortunately, those who finally teach this "untutored child of nature" will not do so in the comfortable understanding way of the parent.

"DO-NOTHING" COURSE OF ACTION:

A third situation which occurs might be called the "do-nothing" course of action—it is the "now you do it, now you don't" sort of thing. The parent in this situation sets very definite limits on Monday, breaks them on Tuesday, sets them again on Wednesday, forgets them on Thursday, etc. Since the same rules are never applied twice it is obviously difficult, if not impossible, for the child to learn what is expected of him. The "do-nothing" attitude on the part of the parent is similar to playing a football game where each player changes the rules to suit himself or the referee changes the rules after each play. Both Mother and Dad can fall into this little "do-nothing" game. Dad says "Yes"; Mother says "No." Under these conditions the child does not learn methods of self-control, but he does quickly learn the techniques for manipulating adults. If the rules are changeable, the adults are too. *Here the task is to learn how to get around the adult—then the rules take care of themselves.*

What It Is

With this glance at some things that do not represent permissiveness, let us return and examine what the concept really means. Earlier it was stated that permissiveness is freedom with controls. We might schematize permissiveness in the manner illustrated in Diagram III.

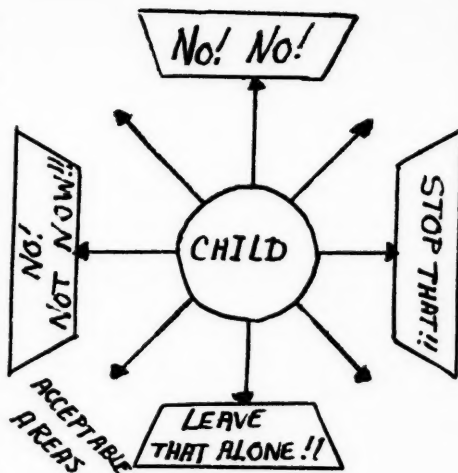


Diagram III

Here we have the original "Wall of No," but now there are openings. In life there are "No's," but in life there are other ways too. There is a "No" to hitting the TV set with a mallet. There is no room for "maybe tomorrow" or "perhaps" or "hit it lightly." TV sets cost too much to allow for the hammer-hitting type of experimentation. However, there are many acceptable areas where a wooden mallet can be used—on a pounding board, an orange crate, an old dish pan.

Ideally, in permissiveness our "Wall of No" remains firm around areas where it must remain firm; but the "Wall" disappears in areas where freedom may be allowed.

Another important aspect of permissiveness is flexibility. Our "Wall of No" is flexible enough to make allowances for unusual situations which may arise. If bedtime is 8 o'clock and special company is expected that night, then bedtime may be moved to a later hour. Because special occasions arise, flexibility is demanded.

In accordance with our definition, we might summarize permissiveness in the following manner:

Permissiveness—room for “Yes” and “No”; room for change:

■ I like to think of permissiveness as a bank account where we make many deposits of the “Yes” nature and few withdrawals of the “No” nature. When the child moves into situations outside the home and he has a good “Yes” account, he can withstand the buffeting of “No’s” which society gives. With many outlets and many acceptable avenues of entry, the child can accept the avenues which are closed.

■ Permissiveness implies an understanding of the child’s needs and abilities. This means we do not make demands on the child that he is unable to understand. For example, we allow the child of two or three years to explore the feeling of “I-ness” and do not expect the concept of sharing until later, when he is able to understand the feeling of “we-ness.” Permissiveness simply implies respect of the child as a person who is learning to cope with this complex world.

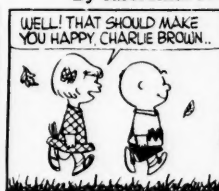
■ If the home is to operate in a permissive manner it is important for both parents to agree on the basic areas where controls are to be enforced. Agreement

on the “rules of the house” helps to make control easier and more consistent; it also avoids confusion for the child. Parents should carefully examine their “rules,” keeping them consistent with the over-all goals for the child. Often parents make rules as they go and before long the situation becomes impossible for both parent and child.

■ Permissiveness implies learning through understanding rather than learning through fear or learning through confusion. For parents it means making decisions on the important limits and holding to these, giving freedom in areas where freedom can be freely given. As adults we want to be informed of the rules and laws which affect us. The child too wants to know the rules of his home and society.

■ Finally, permissiveness is hard. It requires great understanding and patience. It requires examination of one’s own goals and needs; it demands operating the home in a true democratic spirit. It demands that the child learn to walk down the road of freedom and yet maintain control. But permissiveness gives understanding, stability, freedom with control, a healthy realistic approach to society with an awareness of others and their feelings.

PEANUTS®



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By cartoonist-of-the-year Charles M. Schulz

HOMEWORK

HOMEWORK HAS A DEFINITE PLACE IN THE program of the modern elementary school. However, the concept of home study has changed with the findings of educational research and with the changing society of the 20th Century. The aim of today's elementary school is to help the child grow into a full and rich life in his family, community, nation and world. Skill in the use of the 3 R's is a means to this end.

The homework program, if properly understood by teachers, parents and children, will contribute significantly to the goals of elementary school education. Through homework the following objectives are sought for the child:

- To stimulate independent study habits and develop responsibility and self-direction.
- To encourage a carry-over of worth-while school activities into permanent leisure interests.
- To enrich the school experience through related home activities.
- To reinforce school learning by providing necessary practice and application.
- To help the home and the school to better understand each other's aims.

Research and experience have pointed out some interesting conclusions:

- Con's*
- The traditional type of homework assignments have little effect on the child's progress in school. If too burdensome and time consuming, they have an unhealthy effect.
 - Large amounts of homework in the elementary school do not contribute greatly to success in high school.
 - Homework should not be permitted to interfere with the child's health. There should be time for enough sleep, play, a wholesome program of leisure activities and participation in family activities.

Church activities, scouting and cubbing, music lessons, hobbies, good books, the arts, movies and television have their place in the child's day.

There should be time for the child to assume his share of home responsibilities.

There should be some free time for activities of the child's own choosing.

These conclusions have resulted in a reappraisal of the nature of homework in the elementary school. How much is desirable? What type of homework should be given? What is the teacher's responsibility for homework? The child's? The parents'? The remainder of this article will deal with the answers to these questions in light of current research and recommended practice.

Nature of Homework

Home assignments should be an outgrowth of classroom activities in which the children are interested. They should stem directly from the classwork. For instance, intermediate grade children may be encouraged to do some research related to a social studies project at the town library or at home. Many children, with their interest and enthusiasm aroused in the classroom, will do much voluntary homework such as: reading for a class report; viewing and reporting on a particular television program; carrying out science experiences; making nature collections of various kinds.

Of course some homework should be definitely assigned. However, these assignments should be varied to meet the needs of children. For instance, if one group requires additional practice in addition of fractions, appropriate examples should be suggested for this group only. Homework that is not related to some extent to individual needs and abilities creates poor attitudes in children. They will rebel, and rightfully so, if assigned large amounts of routine work on skills which they have already mastered. Short and varied homework assignments, which grow out of the child's interests as awakened in the classroom, provide the ideal in home study.

Responsibility of Teacher and Child

The modern elementary school teacher plays a vital role in setting the goals for home study, in arousing interest in the children and in seeing that homework becomes a helpful tool in learning.

- When planning home study with the class, the teacher considers the child's outside activ-

ities, home responsibilities, physical development at a given age level, and need for a certain amount of free time.

Research findings suggest the following time allotments for homework:

Kindergarten to third grade—None or very little. The reading of library books at home is encouraged, but little if any formal work is assigned.

Grades four to six—Intermediate grade assignments should approximate one-half hour or an hour in some cases, depending on the assignment or the need.

It is recommended that homework be limited to three or four nights per week and that the week ends be generally free for family activities and other outside interests.

- Since surveys have shown that elementary school pupils learn more in 15 minutes of supervised study at school than in 60 minutes at home, the teacher makes sure that the children understand the assignment before leaving the classroom. The teacher uses class time to go over the homework assignment carefully and supervises the beginning of the work in many cases to make certain that each child understands just what he is to do and why. Difficult or new work is always introduced in the classroom and thoroughly taught before home study is suggested.

- Instruction in good study habits is given by the teacher. Children derive much greater benefits from homework if they are taught how to study.

- In addition to assigned work on the skills for those who need it, the teacher encourages a variety of home study problems: independent research on a particular problem, an appraisal of a radio or television program, craft work related to school studies and wide outside reading. The skillful teacher dovetails children's interests into the home study program, for anyone learns best when he has a deep interest in a subject.

- Children should have a definite part in planning home experiences as a phase of the teacher-pupil planning in the classroom. Teachers evaluate the day's work with the children, and from this group discussion the need for further home study is developed. Assignments will be successful in direct proportion to the part the child has in helping to plan them. A child performs and learns more readily and permanently when he takes

part in planning—when he comes to accept any activity as his own. Learning cannot be forced; it must be encouraged by all the resources at the command of a skillful teacher.

- It is the teacher's responsibility to make sure that the work agreed upon has been done satisfactorily. This is accomplished sometimes by exchanging papers in class and checking them, by having certain children report their findings to the class, and by a variety of other methods.

- While the development of self-control and discipline is an important phase of the work of the elementary school, desirable attitudes are not encouraged by using homework as punishment. The home study program should not be used as a method of discipline, since the child may develop poor attitudes toward his school work.

Responsibility of Parents

Parents can help make the home study program a success in several important ways:

- A good parental attitude is essential in helping with homework. The parent should take an interest in the total school program and in the child's school experiences. These can be discussed informally at dinner or at other times. Children like to know that their accomplishments are appreciated and that their problems are understood.

- The parent is not expected to be a teacher and should not try to be one. The modern elementary school makes use of the findings of scientific research. Methods of teaching are constantly improving and the teacher is trained to use them. The parent's role can be outlined as follows:

Good conditions for study must be provided—a quiet, well-lighted, comfortable room, with a suitable desk or table.

A schedule for study must be planned with the family. Some families set aside an hour in the evening when the children study or read and the grownups engage in some quiet activity. During this time there is no interference from radio, television, family conversation, etc. In other words, there are no interruptions.

Parents should encourage children in their work without nagging or extreme pressure.

Under no circumstances should the parent do the child's work for him, as the child

will gain nothing from this type of help. Mother or Dad should show interest in what is assigned and check to see that the work is done. Parents can help further by assisting the child to locate materials, by experimenting together in art work or science activities, by sharing their knowledge of a certain area with the child.

If possible, children should have a picture dictionary at home when they are in the primary grades and an intermediate level dictionary available when they reach fourth grade.

It is highly desirable for children to have a good set of encyclopedias at home for research work.

If the home has a constant supply of newspapers, good magazines, and books, children will develop their reading abilities much more readily.

The parents' responsibilities in regard to homework can be compared with their function in other areas of child development. Parents should encourage their children in home study and provide plenty of opportunity for independence in individual effort. Parents who provide physical conditions conducive

to study, time for a study period, and constant interest in the growth and development of their children are making the best possible contribution to successful home study experience.

The home and the school have their special educational functions to perform, and neither can take the place of the other. Homework is one way in which teacher and parent help each other in furthering the educational development of the child.

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Requirements: Nursery School Teacher

MUST HAVE 4 HANDS, 4 FEET, PATIENCE OF A SAINT, MEDICAL TRAINING, Bachelor's degree. Must also be a trained furniture mover, expert carpenter, fine pianist, neat, tidy, expert housekeeper, trained psychiatrist and an artist. Must be able to see around corners, to fly, to run as fast as a slow gazelle, to move slowly and calmly, to sing and dance, to see each child as an individual and children as a group.

By MARTHA KOIRO, from "Eliot-Pearson News" as reprinted in "2-to-5-World News."

Welcome to Los Angeles

from the

California Steering Committee

for the

1957 ACEI STUDY CONFERENCE

APRIL 21-26



California Steering Committee

Left to right: Gertrude Kiskadden, Member, Steering Committee; Frances Hamilton, Executive Secretary, ACEI; Ellen Bartzén, Chairman, Steering Committee; Ella Helder, President, California ACE and Member, Steering Committee; Ernestine Putnam, Member, Steering Committee; Clarissa Bacon, Member, Steering Committee; Marian Jenkins, Vice-President Representing Intermediate Education, ACEI and Member, Steering Committee.

NEWS and REVIEWS

News HERE and THERE . . .

By FRANCES HAMILTON

New ACE Branch

Newark State Teachers College ACE, N. J.

New Life Member

CHARITY A. COWAN, Erlanger, Ky.

ACEI Center Steering Committee Meets

The seven members of the Steering Committee on Permanent ACEI Headquarters will meet in Washington, D. C., January 19-20.

First on the agenda will be a review of reports submitted by Branches on ACEI Center Day activities. The results of the observance of ACEI Center Day will serve as a basis for future plans.

A possible site for the Center will be another topic of consideration. Available locations will be examined.

The Committee's report to members will be outlined for presentation at the annual meeting in Los Angeles in April.

Everyone interested in the ACEI Center in Washington, D. C., is invited and urged to send suggestions. The Steering Committee needs and hopes for your help.

The ever-widening interest in the education and well-being of children points to an ever-increasing need for a Center in Washington where ACEI can carry on its work more effectively and where materials related to the education of children may be gathered and used by many.

Note: The coupon for gifts to the ACEI Building Fund appears on page 238.

Gerald S. Craig Retires

GERALD S. CRAIG, professor of science education at Teachers College, Columbia University, retired on June 30. His active work in the field of research and his interest in children will continue. He has undertaken a ten-year research program on "An Ecological Study of Children" which will take him into classrooms in all parts of the country working with children, teachers and parents. The writings of Gerald Craig have appeared often on the pages of CHILDHOOD EDUCATION. He has also been a leader and participant in many ACEI study conferences.

Special 3-cent Children's Stamp

The Post Office Department will issue a special 3-cent Children's Stamp designed to promote friendship among the children of the world.

It will be a symbol of the aspirations of all Americans who fervently hope for world peace in the years ahead and will stress the fact that today's children are the hope of tomorrow's world.

A New Publication

A new publication, *The School Bell*, came to the attention of ACEI staff members in November. This bi-monthly periodical contains condensations of important articles on education from national magazines, press, radio and television. It is published by the National School Public Relations Association and the Division of Press and Radio Relations, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

New Films from Children's Books

Several ACEI staff members had the opportunity of seeing three children's books filmed in a new and delightful way: *Millions of Cats*, by Wanda Gag; *Make Way for Ducklings*, by Robert McCloskey; and *Andy and the Lion*, by James Daugherty—already beloved by CHILDHOOD EDUCATION readers and children everywhere.

These books (for which annotations may be found in ACEI's *Bibliography of Books for Children*) and others equally good have become the basis for the Picture Book Parade series of iconographic motion pictures filmed by Weston Woods Studios, Connecticut.

The charm of this new film presentation lies in the fact that the motion picture reproduces so accurately the spirit and form of the story, even to using words and illustrations as they appear in the book. While the story has been recorded by an able storyteller, a camera moving across the book's pages has filmed the illustrations in a way which almost gives them motion. Sound effects and music provide an enhancing background.

These films are not, of course, substitutes for books but should add to the child's pleas-

ure in listening to or reading stories and should encourage him to explore books further. Teachers, student teachers, librarians, parents—anyone who tells stories—should benefit by viewing and discussing the films. Those planning children's programs for book fairs, museums, libraries and TV will find in these films excellent possibilities.

Films in the Picture Book Parade series are available to schools, libraries, TV stations, study groups and others for preview, sale or rental from Weston Woods Studios in Weston, Connecticut.

Pre-School Child Care in Papua and New Guinea

"Pre-School Child Care in Papua and New Guinea" is the title of an article in the July issue of the *South Pacific Commission* quarterly bulletin. The article describes the service rendered by Jean Adamson, pre-school officer of Australia, in setting up the Child Care Centers. Jean Adamson is on leave from her position as pre-school officer, serving as a Fellow at ACEI Headquarters.

Fifteenth Annual Meeting of CTE

The Fifteenth Annual Meeting of the Council on Cooperation in Teacher Education was held in Washington, D. C., November 8-10.

Subjects considered by speakers were Social and Economic Changes and Their Implications for Education, Educational Goals, and Content and Practices.

Representatives from many organizations and educational institutions gathered to discuss these and related problems and to arrive at recommendations for action.

ACEI Luncheon at AASA

The Association for Childhood Education International and the National Association for Nursery Education will sponsor a luncheon program at the annual conference of the American Association of School Administrators in Atlantic City this February.

The luncheon will provide a time and place for those concerned about early childhood education to come together for counsel and fellowship. Lawrence Derthick, Commissioner of Education, Department of HEW, and long-time friend of ACEI and young children, will moderate group discussion following the meal. Representatives from such organizations as AASA, American Association of University Women, Mental Health Association, NANE and ACEI will form a panel which will lead off on this discussion.

Everyone attending the AASA meeting is invited to include the ACEI-NANE luncheon on his schedule. It will be held Wednesday, February 20, at 12:30 in the Madison Hotel, Atlantic City. Cost, \$2.85 per person.

Brotherhood Week

The annual observance of Brotherhood Week, sponsored by the National Conference of Christians and Jews, will occur February 17-24, 1957. It will be observed in nearly all communities of the United States and in many other countries. For information write to National Conference of Christians and Jews, 43 West 57th Street, New York 19.

Martha M. Eliot Resigns

The resignation of Dr. MARTHA M. ELIOT as chief of the Children's Bureau, Department of Health, Education, and Welfare, became effective December 31, 1956.

Dr. Eliot, an international leader in the development of maternal and child care programs, has been appointed professor and head of the Department of Maternal and Child Health on the Faculty of Public Health, Harvard University.

Dr. Eliot has emphasized consistently the Bureau's concern not only for all children but also for groups of children with social, emotional and physical disadvantages.

In September, 1952, the President appointed Dr. Eliot as United States representative on the Executive Board of the United Nations Children's Fund. She has continued in that position since that time.

Five years previously, in behalf of UNICEF, Dr. Eliot had made one of the initial surveys on the health and welfare needs of children in many of the war-torn countries. From this survey came the initial goals for the UNICEF program.

Dr. Eliot served as vice-chairman of the U. S. Delegation to the International Health Conference in 1946. Three years later she was appointed as assistant director-general of the World Health Organization, serving until 1951.

During World War II, Dr. Eliot supervised the operations of the Emergency Maternity and Infant Care (EMIC) program, which served some 1,500,000 servicemen's wives and infants. She was a member of the U. S. Civil Defense Commission to Great Britain and was responsible for the planning in this country for evacuation of children in the event of bombing.

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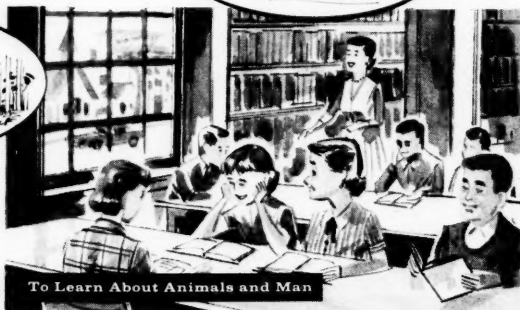
Story of Horses



Unusual Beasts of Burden



Animals That Never Existed

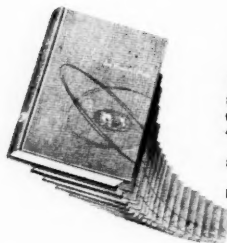


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Books for Children . . .

Editor, ALICE L. ROBINSON

THE CORN GROWS RIPE. By Dorothy Rhoads. Illustrated by Jean Charlot. New York: Viking Press, Inc., 625 Madison Ave., 1956. Pp. 88. \$2.75. The beautiful illustrations and end papers in soft tones of green and gray look as if they might be examples of the art of the Mayos, whom this story concerns. Tigre, the son in a family of Indians in present-day Yucatan, was irresponsible and a little lazy, as a 12 year old can be, until his father was injured. Then, following the lore of his ancestors, he cleared the jungle and planted corn. The meaning of corn to the Mayos and their centuries-old customs and observances are interwoven into the story. There is a glossary to help pronounce and to define the Mayan, Spanish, and Mexican words used. Ages: 9 to 12.

MODERN FAIRY STORIES. Chosen and introduced by Roger Green. Illustrated by E. H. Shepard. New York: E. P. Dutton & Co., Inc., 300 4th Ave., 1956. Pp. 270. \$2.95. This is a collection of original fairy stories first published between 1839 and 1912. "The King of the Golden River," "The Selfish Giant," and "The Reluctant Dragon" are some of the better known. Others in the group are equally delightful. Eight year olds will like to listen to these, and older children will enjoy reading them. Ages: 8 to 12.

THE GYPSIES' FIDDLE AND OTHER GYPSY TALES. By M. A. Jagendorf and C. H. Tillhagen. Illustrations by Hans Helweg. New York: Vanguard Press, 424 Madison Ave., 1956. Pp. 186. \$3. A section entitled "About the Gypsies" is an informative introduction to these tales. It gives a brief history of the people and summarizes their place in society today. Eleven year olds can read this and the stories for themselves. Ten year olds will enjoy hearing these tales from gypsy folklore. Ages: 10 to 13.

(Continued on next page)



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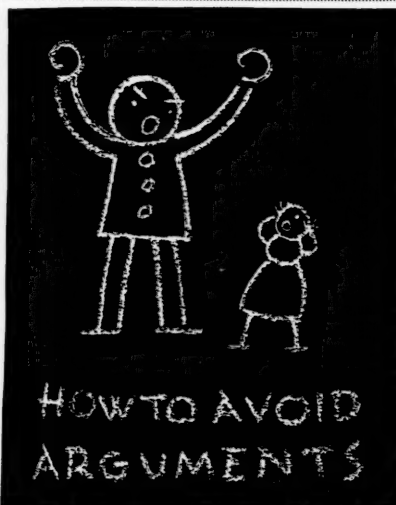
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Books for Children

(Continued from page 225)

AWAY WE GO: Poems for the Very Young.

Compiled by Catherine Schaefer McEwen.

Illustrated by Barbara Cooney. New York:

Thomas Y. Crowell Co., 432 4th Ave., 1956.

Pp. 111. \$2.50. Poetry of high quality is included under the headings "Me and Mine," "The Outside World," "Nature and Seasons," "Living Creatures," "Special Days," "Poems for Fun," "Widening Horizons." Author, title, and first-line indices are included. Appropriate black and white pictures portray the simple pleasures of small children. This collection provides unusual opportunity for teacher and for parent to share poetry's ever-widening pleasures with young children. Ages: 3 to 8.

THE ENORMOUS EGG. By Oliver Butter-

worth. Illustrated by Louis Darling. Bos-

ton: Little, Brown & Co., 34 Beacon St.,

1956. Pp. 188. \$2.95. When one of the

Twitchells' hens laid an enormous egg and after six weeks hatched a three pound dinosaur, the Twitchell family and the small town of Freedom, New Hampshire, learned about fame. Since 12-year-old Nate had cared for the animal and made a pet of it, he helped bring it to the National Museum in Washington, D. C. As it grew larger, it was brought to an elephant pen at the zoo, where the 3,166-pound dinosaur could be given adequate care and observed by scientists. As a family story this has many of the delightful characteristics of the Haywood books. Its straight-faced humor reminds the reader of the Mary Poppins stories. The detail in the clear black and white illustrations interprets the spirit of the story. This will be very popular for reading aloud. Ages: 8 to 12.

EMMY KEEPS A PROMISE. Written and

illustrated by Madye Lee Chastain. New

York: Harcourt, Brace & Co., Inc., 383

Madison Ave., 1956. Pp. 176. \$2.75. This

will be welcomed especially by girls who like old-fashioned stories. In the Mid-Nineteenth Century Arabel and Emmy Thatcher left Geneva, New York, for New York City where Arabel began to teach in Miss Fenwick's School for Young Ladies. Trying to live on Arabel's meager salary, the girls had a difficult winter. The kindness of new-found friends helped them in emergencies, and Emmy's and Lissa's successful scheme to have Arabel

marry an eligible young man brought both school year and book to a happy close. The descriptions of school life, clothes, houses, food and amusements give the reader a feeling for the period. *Ages: 9 to 12.*

SEARCH FOR A GOLDEN BIRD. *By Jean Bothwell. Illustrated by Reisie Lonette. New York: Harcourt, Brace & Co., Inc., 383 Madison Ave., 1956. Pp. 172. \$2.95.* In this story with lively plot and vivid characterization Miss Bothwell has again succeeded in making modern India real for boys and girls. Through this picture of the customs, traditions and ideals of a cultured Indian family, the reader learns of problems which confronted the country at the time it gained its independence from Great Britain. The adventure and mystery which surrounded Jivan make even more real the responsibilities for which he was being trained and his willingness to assume those responsibilities by the time the end of the story arrives. *Ages: 10 to 12.*

INDIGO MAGIC. *By Mildred Lawrence. Illustrated by Oscar Liebman. New York: Harcourt, Brace & Co., Inc., 383 Madison Ave., 1956. Pp. 184. \$2.95.* As pay for gathering botanical information in the new British colony of East Florida, Mr. Fenton was granted a plantation on which to grow indigo to make the beautiful dye. His motherless daughter accompanied him and made drawings to illustrate his collection. Susanna longed for a companion her own age. When she finally found one, her happiness in a new land was complete. The details of colonial life—clothing, food, tools, amusements—are shown. The antagonism of the Indians toward the Spanish and their gradual acceptance of the English add excitement. *Ages: 9 to 12.*

ABE LINCOLN. LOG CABIN TO WHITE HOUSE. *By Sterling North. Illustrated by Lee Ames. New York: Random House, 457 Madison Ave., 1956. Pp. 184. \$1.50.* This biography concerns for the most part Lincoln's boyhood and youth in the Middle West, although his political careers, both state and national, are treated fully enough to give young people an understanding of his political philosophy. The simplicity of style and the skillful use of source material make this an unusually vivid picture. *Ages: 10 to 13.*

(Continued on next page)

YOUR CHILDREN WANT TO READ: A GUIDE FOR TEACHERS AND PARENTS

by **RUTH TOOZE, Author, Lecturer—Director, Children's Book Caravan**

A combination of reading methods and children's literature with emphasis on developmental aspects of reading, this text is designed to provide children with interesting reading material, appropriate to the interests and needs of the individual. Offering extensive bibliographies of permanent worth, the book also raises general questions about reading and gives practical guidance for teachers.

256 pages • 5½ x 8¾

To be published Feb., 1957

THE ELEMENTARY SCHOOL PRINCIPAL AT WORK

by **WILLIAM VERNON HICKS, College of Education, Michigan State University; and MARSHALL C. JAMESON, Principal, Monteith Elementary School, Grosse Pointe, Michigan**

Here are practical solutions to the problems of the elementary school principal. A thorough discussion of the entire field, from school discipline to relations with the PTA, from a discussion of health and safety to "school spirit." The author attacks problems of communication, improving instruction and helping the new teacher. Through examples of how these problems have been met, both successfully and unsuccessfully the principal is able to determine his own effectiveness.

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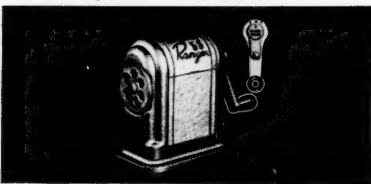
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Books for Children

(Continued from page 227)

FROGMORTON. By Susan Colling. Illustrated by Ernest H. Shepard. New York: Alfred A. Knopf, Inc., 501 Madison Ave., 1956. Pp. 148. \$2.50. Reminiscent of *Wind in the Willows*, and probably better used to precede acquaintance with Kenneth Grahame's book, *Frogmorton* is a charmingly written fantasy in which Timothy Tortoise helps to save Frogmorton Hall, the ancestral home of his friend, Frederick Frog, from being sold to pay the taxes. Ernest Shepard's pictures of animals behaving like people supplement the text beautifully. This is easier reading than *Wind in the Willows*. Ages: 8 to 12.

WAS IT A GOOD TRADE? By Beatrice Schenk de Regniers. Drawings by Irene Haas. New York: Harcourt, Brace, & Co., Inc., 383 Madison Ave., 1956. Unp. \$1.95. The engaging little man pictured in this small book traded his knife for a wife, one of her cakes for a rake, and so on until he had his knife again and declared himself through with trading—unless someone had something to trade. The rhymes are simple. Included is a folk tune which lends itself to these and other rhymes a child might make up. Ages: 4 to 6.

The following books, particularly useful in social studies, were reviewed by RUTH GUE, elementary supervisor, Montgomery County Public Schools, Maryland:

MY VILLAGE IN INDIA. By Sonia and Tim Gidal. New York: Pantheon Books, Inc., 333 6th Ave., 1956. Pp. 75. \$3.50. The customs, dress, lives and adventures of Dhan, a Hindu boy, and his family are described in this story of village life in India. Dhan introduces us to his family—father, mother, grandparents, brothers, sisters, aunts, uncles and cousins—and to some of his friends. He tells us about the experiences of the snake charmer, the potter, the grocer and the wandering holy man. The lives of the people as seen through Dhan's eyes take on a quality of realness which contributes to an understanding of the peoples of the world and their various ways of living. The photographs of Hindu life, the maps and the glossary which accompany the text add immeasurably to the story's vividness. Ages: 9 to 12.—R.G.

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MY VILLAGE IN AUSTRIA. By Sonia and Tim Gidal. New York: Pantheon Books, Inc., 333 6th Ave., 1956. Pp. 75. \$3.50.

Seppi is an Austrian boy who lives in a mountain village of the Alps. He tells us about himself, his family and his village neighbors as they go about their daily occupations of making bread, grinding grain, mowing grass, tending cows and shoeing horses. The vivid descriptions of mountain pastures, mountain peaks, mountain forests, farm and village buildings, village customs and activities give realness to the people and contribute to an understanding of peoples of the world. Sixty-eight photographs and two maps illustrate the story. A glossary is included. Ages: 9 to 12.—R.G.

COME TO THE COUNTRY. By Grace Paul.

New York: Abelard-Schuman, 404 4th Ave., 1956. Unp. \$2.50. The country with its sky and clouds, its hills and roads, its trees and lakes and flowers, comes to life in this appealing book. Through rhythmic prose and beautiful paintings the author tells about frogs, birds, crickets, bees and other "wonderful creatures that live in this wonderful world that is here." The cool water and warm sun, the soft summer breeze, the sweetness of new-mown hay and the feel of shade beneath a leafy tree all help give a vivid picture of the country on a summer day.—Ages: 6 to 8.—R.G.

THE FIRST LAKE DWELLERS. By Chester G. Osborne. Illustrated by Richard N. Osborne. Chicago 7: Follett Publishing Co., 1010 W. Washington Blvd., 1956. Pp. 127. \$2.50.

The beginnings of settled community living provide the theme for this imaginative description of prehistoric life. Here we read of traders carrying products great distances to barter; we learn of different groups of people coming into conflict with one another; we become aware of the increased interdependence involved in community living. We learn of people depending less on hunting as a total means of livelihood and turning more toward the establishment of agricultural communities—recognizing that as times and living change, modes of community living and plans for community leadership must also change. Children will be fascinated by this story of early lake people and how they learned to work together. Excellent pencil illustrations are included. Ages: 9 to 12.—R.G.

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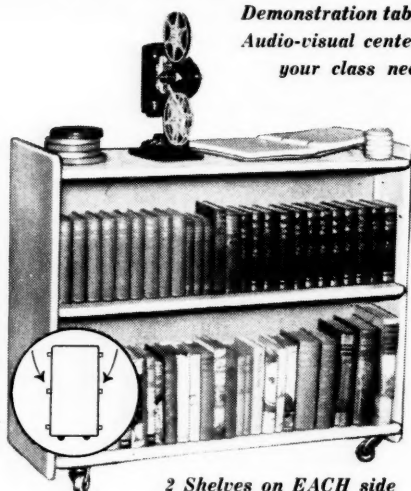
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AMERICA. By Ruth Tooze. Illustrated by Valenti Angelo. New York: The Viking Press, Inc., 625 Madison Ave., 1956. Pp. 31.

\$2. Through quiet, poetic language, illustrated by simple line drawings, the author portrays her concept of America: the land with its great variety of terrain and crops; the people with their great diversity of background; the industries and accomplishments; folklore, poetry and music. Yes, and more—"America is a dream—a dream we are all building." Ages: 10 to 13.—R.G.

QUEEN VICTORIA. By Molly Costain Haycraft. New York: Julian Messner, Inc., 8 W. 40th St., 1956. Pp. 191. \$2.95.

This biography is an historically accurate and romantic story of a princess who became queen at the age of 18—Victoria the princess who, when she became queen, showed great understanding of the demands and responsibilities of the new role thrust upon her and Victoria the queen who, with the Prince Consort as her constant and helpful adviser, ruled with great concern for the welfare of her subjects and the destiny of her country. The author's portrayal of Victoria and Albert in many episodes of family life and court life makes them seem particularly real. Children will find this fast-moving story fascinating reading. Ages: 11 to 13.—R.G.

THE WORLD'S MOST DARING EXPLORERS. By R. S. Lambert. Illustrated by Robert Kunz. New York: Sterling Publishing Co., Inc., 215 E. 37th St., 1956. Pp.

168. \$3.50. These stories of 38 daring and courageous explorers who helped to open up the unknown world take us from the early Norsemen in Iceland, Greenland and America to the conquest of Mt. Everest. They also tell of the travels of some of the less familiar but important explorers such as Eric the Red, Baffin, Peary and Tenzing. The stories, arranged chronologically and geographically by continents, are told in a straightforward authoritative manner. Every page is illustrated with maps and drawings which supplement and help to interpret the text. The closing paragraphs project the idea that the "spirit of adventure which led the explorers of the past north, east, south and west across land and sea is still alive and vigorous today" and that new areas for exploration continue to intrigue the minds of men. Ages: 10 to 14.—R.G.

Books for Adults . . .

Editor, CHARLES DENT

Four new books about children present an interesting overview of many childhood problems and give parents and teachers interesting, solid ideas concerning possible solutions.

Two of the books—*When Children Ask*, by Margueritte Harmon Bro. and *Your Adolescent at Home and in School*, by Mary and Lawrence K. Frank—present comprehensive pictures of concerns of young children and adolescents and suggestions for dealing with these concerns.

The other two books, geared to more specialized audiences, do their job in a sympathetic and interesting manner. *Religious Living with Nursery Children (in Church and Home)*, by Phoebe M. Anderson, is filled with examples and anecdotal records of working with 3 year olds in a church nursery school, while *Man and Boy*, by Ned Armstrong, gives a compelling picture of problems besetting a father who brings up his child alone.—C.H.D.

The following books were reviewed by BERT KRUGER SMITH, Hogg Foundation for Mental Hygiene, The University of Texas, Austin:

WHEN CHILDREN ASK. Revised Edition.

By Margueritte Harmon Bro. New York: Harper & Brothers, 49 E. 33rd St., 1956.

Pp. 242. \$3.50. Characterized by an understanding humility and a lucid style, this revised edition will undoubtedly hold as important a place among parents and educators as the original has occupied since 1940.

Mrs. Bro selects and elaborates on some of children's main concerns: God, death, prayer, babies, teen-age problems and marriage. She laces the book throughout with interesting anecdotes—actual stories which bring the problems alive.

Although the book attempts in no fashion to spell out "right" and "wrong" answers, it presents varieties of parental attitudes so graphically that the reader soon recognizes the most favorable climate not only for answering children's questions but for dealing with children's problems.

Only in a few instances does the author fall

into pedantic terminology when demonstrating a parent's explanation to a child. In those instances, where the mythical parent goes into complete clinical monologues on sex, the reader loses his identification with the story.

The strong points of the book—its readable quality, its significant psychological basis, its understanding treatment of problems vital to parents and their children—make it a volume highly important to those thinking parents who want to know what to answer "when children ask."—B.K.S.

YOUR ADOLESCENT AT HOME AND IN SCHOOL. By Mary and Lawrence K. Frank.

New York: The Viking Press, 625 Madison Ave., 1956. Pp. 336. \$3.95. A combination

of solid psychological orientation and smooth-flowing, popular writing makes this a "must" for teachers, professional youth workers and parents. The Franks, drawing from their years of experience in parent guidance work, gently and sympathetically present an awareness of the job ahead both for parents and for adolescents themselves.

As parents of six children, the Franks write compellingly and understandingly about youth. Drawing from their technical experience in child growth and development and family living, they run the gamut of adolescent problems from the physical changes of maturation to the life tasks of adolescent girls and boys.

The philosophy of the book may well be summed up in the following sentence: "The true value of parents lies not merely in being disciplinarians or in teaching neatness or good health habits, but primarily in keeping humanity human, in raising adults capable of giving love and consideration to others, adults who can sort out what is wise in their own families and in their communities."

Four chapters on education, high school programs, ways of helping the adolescent in high school, and social life in high school give a comprehensive view of today's educational methods and ways in which the adolescent can be helped both scholastically and emotionally.

With its positive approach, this book gives parents both understanding and reinforcement to meet problems. As the Franks say, "We have to start thinking of 'failure' as a word which you cannot apply to human beings

(Continued on next page)



In Adam's Fall
We sinned all.

Thy Life to mend,
This Book attend.

The Cat doth play,
And after slay.

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A Thief at Night.

An Eagle's flight
Is out of sight.

The idle Fool
Is whipt at School.

(A page from *The New England Primer*, 1727)

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Books for Adults

(Continued from page 231)

unless you want them to stop trying altogether."

The parent or teacher who reads this book carefully and with humility will find within its pages basic ideas, concepts and methods for living with adolescents, teaching them, and helping them grow up to be mature men and women in today's world.—B.K.S.

RELIGIOUS LIVING WITH NURSERY CHILDREN (IN CHURCH AND HOME).

By Phoebe M. Anderson, Boston: *The Pilgrim Press*, 14 Beacon St., 1956. Pp. 179.

\$2.50. This book, filled with personal anecdotes and based on solid psychological theory, will prove useful to parents, teachers and religious workers whose chief concern is that children grow up with healthy bodies and minds.

The author, who for two years directed the nursery school of the Community Church of Glenview, Illinois, and who is the mother of three pre-school children, draws both from her technical knowledge and from her personal insight.

The anecdotal records and evaluations plus the questions raised at the end of each chapter will help anyone working with children to develop insight into how they can be helped to find direction in their lives.

This book, geared toward showing ways in which children can be helped to grow toward Christian maturity, fills an important gap in the writing about youth and will prove an invaluable aid for parents and teachers concerned with creative planning and teaching.—B.K.S.

MAN AND BOY. By Ned Armstrong. Boston: Little, Brown & Co., 34 Beacon St., 1956.

Pp. 299. \$3.75. Absorbing, candid and realistic, this book holds reader interest from the first chapter story of the death of the author's wife to the last chapter picture of how this remarkable man and his 6-year-old son found a warm relationship together.

The author's complete honesty concerning his motives and feelings brings the reader immediately into his life. There is no self-pity, no over-sentimentality in the book. Instead a true appraisal of the multiple problems is presented and an open discussion of attitudes and philosophy developed.

A newspaperman by trade, Ned Armstrong writes in a compelling, interesting style which carries the story along swiftly. More than that, he draws his philosophy about parent-child relationships from the deep well of his own understanding rather than from chapter headings in a psychology book. The author pulls no punches concerning himself and his true reactions, as: "The one lesson you learn early is that child care must be real. It cannot be faked . . . I suspect one of the reasons we have so little discussed our true relations with children is because it is a deep and dangerous water and most of us prefer to stay comfortably on the surface."

As father and son draw closer together in their mutual understanding of mutual problems, the author says, ". . . perhaps this was the essence of parenthood, the pattern and design of familiar association. Parenthood is not a word, a phrase, a theory, and it certainly is not an abstraction . . . In all my six years with Edwin I had learned how to be a father. That was all there was to it . . . parenthood was the satisfaction of being wanted."

The lesson which Mr. Armstrong learned in bringing up a child is one which many parents will want to review. This unusual book makes true parental love and courage a real force in the mind of the reader.—B.K.S.

COMMUNICATION, THE MIRACLE OF SHARED LIVING. By Dora V. Smith. New York: Macmillan Co., 60 5th Ave., 1955. Pp. 105. \$2.50. The author holds that

communication is the instrument by which the members of a community build ideas of manners, or customs in common. She points out the importance of developing these skills at each level to the point that they will be effective in understanding and evaluating what is heard and read, as well as the ability to express one's own ideas. The program in reading and literature should be concerned about what books have to say to young people; the program in speaking and writing, with the ability to use the language to say "what one means."

—Reviewed by GLADYS HENNINGER, coordinator of secondary education, Public Schools, Austin, Texas.



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Among the Magazines . . .

Editors, ERNA CHRISTENSEN and Committee

Members of this committee, in summarizing the highlights of their current readings in periodicals, reflect varied interests but also many common concerns. We present this pot-pourri with the hope that the committee is truly representative of your concerns and interests and that the references will lead you to one new idea or some bit of information worthy of reflection.

New Jobs for Education

■ Norman Cousins in an editorial in *The Saturday Review*, Oct. 27, has something to say about "Science and Sense" that should jar even the most lethargic reader into thinking about the state of man in the world he has created for himself. He warns us that "We had better be careful about what we ask of science. We are likely to get it." Science is running out of big new ideas, he believes. Stumbling blocks are gradually being moved

in such areas as interplanetary travel, tapping the sun's energy, controlling rainfall. Science has and can deliver the goods; it is creating added hours of leisure. It cannot, however, add wisdom as to how these hours should be used. Mr. Cousins presents a dim thought when he suggests that science is capable of liberating man into nothingness. Therein lies the greatest challenge to education—the making of a new man, a man who knows what to do with himself and how to fulfill his potentials.

■ Another article which might well cause educators to take a penetrating look at current curriculum is "The Polar Path," by Wolfgang Langewiesche (*Harpers*, Nov. 1956). Are our curriculums concerned with building concepts that are realistic in today's world, or are they placing a strait jacket on the thinking of tomorrow's adults? What has always been true is becoming a reality—that the polar route is the shortest route between such points as the United States and India or New York and Shanghai. Mr. Langewiesche describes a crew training flight from Tokyo to Stockholm over the polar route. What is spe-

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cial about polar flying? The compass goes crazy and is no help at all. The pilot's brain goes dizzy. His whole way of thinking about directions is useless. As he approaches the pole there is no east, no west, no north. Time also goes crazy. It is forever noon and the sun is always south. What is "real" in terms of time, direction and methods of navigation ceases to become real in polar regions. The author says that confusion has been the biggest source of accidents in arctic flying. Polar navigators of the Scandinavian Airlines System don't use a compass; neither do they depend on the sun, the stars nor a conventional map. Instead they use a Polar Grid, which is an overlay of straight parallel lines on a Standard American flying map. It fixes north so that east, south and west fall into place and stay there. A gyroscopic instrument, a kind of artificial memory, serves as a direction-keeping device. The secret of polar flying seems to be a mental scheme of directions and a Polar Path Gyro to hold the direction. "The North is everybody's front door now, and we might as well get used to the idea."

Persistent Challenges

■ What do leaders in the field of reading currently have to say about the improvement of reading? *Scholastic Magazines* has published and is distributing on a non-profit basis copies of the proceedings of the First International Reading Association Conference held in May 1956. "Better Readers for Our Times" is edited by Nancy Larrick and William S. Gray. This volume covers the various aspects of reading at all levels. It is significant to note that all of the seventy contributors are people who really know about this matter of teaching reading. Copies are available at \$2 each from Scholastic Magazines, 33 West 42nd Street, New York 36, N. Y. Extra copies ordered at the same time to the same address: \$1.50.

■ Are you looking for the right book at the right time? Experienced teachers will nod in approval and delight as they read down the list of "100 Best Books for Children," as published in *McCall's* (Nov. 1956). Book-buying parents, aunts and grandparents were indeed fortunate if they discovered this list before Christmas to guide them in selections. Lists can be dangerous guides; but this one
(Continued on next page)

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Among the Magazines

(Continued from page 235)

is compiled by three experts—Virginia Haviland, Ruth Gagliardo and Elizabeth Nesbitt. A preface describes the standards that were used and the interesting way in which the list was compiled. For those who do not have this issue filed with their treasures, the list is available in pamphlet form with an additional fifty titles. *McCall's List of 100 Best Books for Children* may be secured by writing to McCall's Modern Homemaker, P.O. Box 1390, Grand Central Station, New York 17, N. Y. In Canada, write to McCall's Modern Homemaker, 462 Front Street, West, Toronto 2B, Ontario. The cost is 15 cents in coins.

■ "How is my child doing?" may be the most frequent question parents ask, but another persistent one directed to teachers is "How can I help him?" Harold G. Shane speaks effectively to teachers about helping parents understand some common sense practices in an article "To Help Your Child Succeed in

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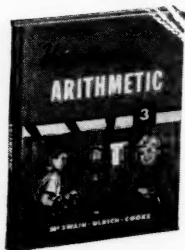
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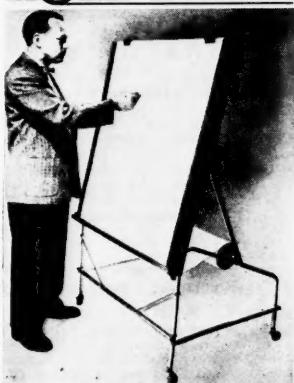
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School" (*Collier's*, Sept. 28, 1956). He reminds us that intellectual growth, like physical growth, has spurts and lags for each individual. Premature prodding can be replaced by understanding and patience to keep the child on his academic feet when a friend's child is performing better. He emphasizes the importance of parents devoting time to their children both by practicing reasoned interest in school affairs and by giving companionship that provides the security no amount of material giving can provide. Among other practices mentioned is the need for consistent firmness in guiding young people and the fact that children acquire by example both sound and unsound values and prejudices. The writer's thesis is that "By living 'right' with our children, we are making the biggest single contribution possible toward their happiness and success in school."

Following Our Interests

■ Whether or not you are an admirer of Georges Braque, if you missed his "Profile" by Janet Flanner maybe you should dig out the *New Yorker* for Oct. 6 and 13. These two articles contain a striking account not only of Braque but also of his close friend Picasso and the many other artists who contributed to the surging eruption of what is now known as "modern art." In fact, one wonders if this is so much a profile of Braque as it is of the movement of modern art itself. Here are the artists—their various periods developing one after the other, their patrons who gave them encouragement by buying their pictures and fighting for their right to exhibit, as well as those who were horrified and revolted by what they considered a disgusting display of decadence. Included is an account of Braque today, in his 70's, working in his studio which is as carefully arranged as one of his own disciplined compositions. It is just possible that these two articles may be limited in their appeal, leaving some readers with the feeling that "Art is long and time is fleeting." If you are interested, or would like to be, you will undoubtedly find the time you spend will provide you with a rewarding experience.

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Over the Editor's Desk

November 14, 1956

Dear Readers:

Perhaps it would be best to add that date line—world events are happening rapidly. What will be the situation by the time the January issue is off the press?

LIVING IN THE NATION'S CAPITAL KEEPS US keyed to the seriousness of present-day news from Hungary and the Middle East. These world-shaking events are brought close to us not only by newspapers, radio and TV but also by a comment from the secretary whose husband was born in Iran and by the fact that a Sunday dinner guest, a government employee, was late in arriving because she had to watch the ticker tape for newest developments.

What can we do about it? We can make a New Year's resolution to keep ourselves informed. We can cooperate with UNESCO committees of ACE Branches. We can support actively the work of United Nations through urging organizations to which we belong to join *American Association for the United Nations*.

SINCE ACEI IS ON THE COUNCIL OF MEMBER Organizations of AAUN, the Editor of CHILDHOOD EDUCATION attended its (AAUN) annual meeting called to introduce the U. S. Delegation to the General Assembly of UN. One thousand people attended this meeting which was held on the Starlight Roof of Waldorf-Astoria Hotel, New York, November 11—the day prior to the opening of the UN General Assembly.

At the meeting Ambassador James J. Wadsworth reviewed the follow-up of President Eisenhower's suggestion on atoms for peace. He told of the drafting of an atomic agency for peace "statute" by a 12-country committee. Each time the tentative draft was submitted to all countries for added suggestions, it gained more nations' support. What began in skepticism was later accepted by 82 nations, 6 days before the Israeli invasion of Egypt. This meant they accepted a plan for establishment of an international agency to promote peaceful use of atomic energy throughout the world.

Mr. Wadsworth declared that the way in which agreement had been reached set an example to the world in international cooperation which "had never been done before . . . a happy omen toward a hope for peace."

Christopher Phillips, Deputy Assistant Secretary of State for UN Affairs, another speaker, began in a lighter vein with the story of the man who proclaimed, "It ain't the ignorance that causes trouble, but it's that there is so 'danged' much knowledge that ain't true." The figures he reported were startling: 50% of the peoples of the world are living on a diet directly above the starvation point; 50% of the peoples of the world cannot read or write; of the 25 millions of dollars given in technical assistance, one-half is paid by the United States. Mr. Phillips cautioned us to be patient with the way UN worked. Each country must try first to settle its own disputes; then if this failed, the matter could be brought before UN. "Our best hope is the United Nations. It substitutes the conference table for the battlefield."

Then Ambassador Wadsworth introduced five other members of the U. S. delegation to the eleventh session of the General Assembly. They were: Paul Hoffman, Ellsworth Bunker, Richard Lee Jones, Frank C. Nash and Edward S. Greenbaum. Although Ambassador Henry Cabot Lodge could not be present, reference was made to his outstanding work.

THE RECEPTION FOLLOWING THE MEETING was attended by approximately 60 representatives from various organizations. It was a decided asset to be representing an educational organization concerned with children. Oscar A. DeLima, chairman, Board of Directors of AAUN, who had earlier chaired the afternoon meeting, told about his children. Ambassador Ellsworth Bunker, formerly of American Red Cross, spoke of the close cooperation between ACEI and Red Cross. Frank C. Nash, Deputy of U. S. Representative on Disarmaments, mentioned his many years of work in education. Richard Lee Jones, U. S. Ambassador to Liberia, and his wife discussed with me the possibility of an article for CHILDHOOD EDUCATION on "Concerns for Children Are World-

wide." Executive Director of AAUN Clark M. Eichelberger was in the role of the amiable host at the reception.

NOW TO TURN BACK TO NOON OF THAT SAME day in New York. Some of us first felt the excitement and developed an interest in United Nations in San Francisco at its birth in 1945. However, we had not seen the UN buildings except through films and post cards. I was one. So, some hours before the meeting, I taxied out to the United Nations Headquarters. The first view of the buildings came through the taxi window. An indescribable feeling came over me—one closely akin to that feeling

when one first views the Jefferson and Lincoln Memorials in Washington, D. C. But *this* feeling embraced something vastly larger, more spectacular. The UN buildings are symbolic of the vastness of the job, of the principles supporting its purpose. It is the place for peoples of many lands to come together for communion of ideas in promoting peace.

In the New Year, let us use greater wisdom and effort as we continue to work together for peace.

Sincerely,

Margaret Rasmussen

NEXT MONTH

February: *Teamwork Is Essential*

"A World Approach to Teamwork" is presented in an editorial by Senator Karl E. Mundt, South Dakota.

The Jordan School District Team, Utah, uses combined knowledges "To Understand Children." The team: Alta Miller, supervisor; Harold Ashman, principal; Roma Ganz, teacher; Evelyn O'Brien, teacher; H. W. Bartlett, art supervisor; Earl J. Thurman, psychologist; Nelda Donga, parent. Each in turn involves parent-teacher groups in discussing the same topic.

Etta Rose Bailey, principal, Maury School, Richmond, Virginia, describes the process used by children in trying to better a perennial school problem of "the early morning arrivals." Three uses of "Resources for Teamwork" are given by Glenn Blough, University of Maryland, College Park.

The "Ungraded Primary School," how it works and how it is interpreted through cooperative efforts, is presented by Kent C. Austin, principal, Park Forest, Illinois.

Arthur W. Combs, University of Florida, Gainesville, writes in a special feature that cooperation supplies the progress in an interdependent society while the modern "Myth of Competition," fraught with dangers of half-truths, makes the news.

"Concerns for Children Are Worldwide—in Israel" is told by S. Faians-Glueck, director, Kindergarten Department, Ministry of Education and Culture, Jaffa, Israel.

"News Here and There," "Books for Children," "Books for Adults," "Bulletins and Pamphlets" and "Over the Editor's Desk" complete the issue.

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